

TESTING

1/2/3

LANGUAGE ARTS

1st & 2nd Grade

Objective: Alphabetize to the First Letter and to the Second Letter.

Activity: Write out the alphabet. Then find words or pictures in the newspaper that start with each letter of the alphabet.

3rd to 5th Grade

Objective: Distinguish between fact and opinion in nonfiction text.

Activity: Create two columns on a piece of paper: one column for facts and one for opinion. Read an opinion column from today's newspaper. Put all facts and opinions in the appropriate columns. Do the columns have equal amounts of material? Based on the chart, how balanced was the columnist?

6th – 8th Grade

Objective: Students will listen for information and identify major ideas and supporting evidence; Recognize and understand barriers to effective listening.

Activity: **Teacher:** Pick a news brief from today's paper or any article that is under 100 words. Then read the headline and then the article to the class. **Students:** Write the entire article based on what you've heard. You only have five minutes, but you may ask your peers for help.

9th – 12th Grade

SAT Question: Although the acreage involved in a national boundary dispute may seem insignificant, even the slightest _____ in a country's alleged border appears _____ to that nation, a threat to its security.

- A. inconsistency . . . felicitous
- B. variation . . . trivial
- C. rigidity . . . traumatic
- D. change . . . favorable
- E. breach . . . ominous

ACT Question: In the fall of 1967, the Boston Red Sox were playing in the World Series. I was a freshman at a university that was located in the Midwest at the time, enrolled in a philosophy course that met at two in the afternoon.

- A. No change
- B. Midwestern university that
- C. Midwestern university
- D. University which was in the Midwest

ALL GRADES:

EXTRA, EXTRA:

Today is Groundhog Day! If the groundhog fails to see its shadow, winter will end soon. If the groundhog sees its shadow, then winter will continue for six more weeks. Check www.tulsaworld.com and the weather link for breaking news as to whether the groundhog saw its shadow; then, keep track of the weather for the next six weeks. Did the groundhog predict the forecast?

This weekly feature will run from September 15 to March 30, except on holidays. Each week the newspaper activities will connect to P.A.S.S. objectives; teachers can find the teachers' version of the feature and the exact P.A.S.S. standards in the teacher's guide. Math, Language Arts, Writing and Social Studies activities will rotate each week. For more information visit www.tulsaworld.com/nie. Thank you to Dianna Buck and Sarah Ramsey for their contributions to this feature.



Answers: SAT Question - E; ACT Question - C

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WRITING



Standard 1:

The student will use the writing process to write coherently. Using the writing process as a guide, students will participate in prewriting activities, first drafts, proofreading, editing, and publishing in order to share with others.

1st & 2nd Grade

Objective: The student will participate in prewriting activities such as brainstorming, discussion, webbing, or story starters.

Activity: Clip a picture that you find appealing or interesting from the newspaper. Then paste the picture in your journal and use it as a story starter. Write multiple sentences describing what you believe or imagine is happening in the picture.

3rd to 5th Grade

Objective: Select a focus and an organizational structure based upon purpose, audience, length and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending them into longer text.

Activity: Review the comic strips. Visualize what a comic strip about your life might be like. It could be funny or serious or whatever you choose. You should describe the setting of the comic, the main characters, and the story line if there is one. First Draft – Compose one comic strip. Proofreading – Read the comic strip aloud to check for mistake and clarity. Editing – Choose a partner to trade and read each the other’s comic strip. Discuss any changes that are necessary. Publishing – Complete the final draft and illustrate. If time permits, shrink and copy all the comic strips onto one long sheet of paper to create a class comics page.

6th – 8th Grade

Objective: Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share compositions. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

Activity: Select movie titles from the entertainment section of the newspaper. First Draft – Create and write your own story based on the movie title. Proofreading – Reread your story independently to check for errors. Editing – Exchange stories with a partner for peer editing. Publishing – Type or neatly write the final draft and illustrate as desired.

9th – 12th Grade

Objective: Use a writing process to develop and refine composition skills. Students are expected to organize and reorganize drafts and refine style to suit occasion, audience, and purpose.

Activity: Select a traditional fairy tale to rewrite as a news story, an editorial, or a feature story. Review the necessary components of the article’s format by reading several featured in the newspaper. First Draft – rewrite the fairy tale in your chosen format. Proofreading – Using the article format example from the newspaper, compare it to your own article to ensure that the proper format was used. Also, reread the article multiple times to check for errors in grammar, punctuation, and spelling. Editing – Find a partner and edit each other’s work. Publishing – Type or neatly write the final copy and illustrate it appropriately.

ALL GRADES:

EXTRA, EXTRA:

Teacher: Cut out a number of dramatic photographs of people in interesting positions or with a lot of “reaction” on their faces or in their body language. Cutout several photos, pasting them onto a separate sheet of paper without the caption.

Student: For each photo your teacher provides, write the “dialogue” of the photo. What are they thinking and saying that is not apparent. Create mini-plays based off one photo and your imagined dialogue.

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SOCIAL STUDIES



1st & 2nd Grade

Objective: Students will examine communities from a spatial perspective, as in using directions on a map.

Activity: Find the names of five cities in the newspaper. Determine the direction of each city from its present location: east, west, north, or south. If you want a challenge, list more specific directions – northeast, southwest, etc. Also indicate any geographic elements you will encounter on your way to the location, as in mountains, bodies of water, swamps, etc.

3rd to 5th Grade

Objective: Student will analyze the human characteristics of communities. Developing an understanding of and an appreciation for the cultural diversity of his or her community. Student will explore the growth and progress of the new nation.

Activity: Discuss the meaning of the word integration for Black History Month. Read the newspaper and search over the entire month for each of the following people, places and things that relate to integration: an African American political leader, a minority figure in the comics, a photo with people of more than one race, a coach of a sports team who is a member of a minority group and a television show with an integrated cast or a story that has race as a theme. Discuss how this hunt may have been different 40 years ago and why it may still be difficult today.

6th – 7th Grade

Objective: Student will use geographic representations to draw conclusions. Students will recognize regional climate patterns and weather phenomena, and identify factors that contribute to them.

Activity: Using the weather page, locate the world temperature statistics. Locate all the listed cities and their countries on a world map and describe the climate at the location. List the ways that the cities' geography influences climate.

8th Grade

Objective: Interpret and give examples of the rights, responsibilities, liberties, and protections all individuals possess under the Constitution and the Bill of Rights.

Activity: Locate all the articles of today's newspaper that reflect on one or more of the First Amendments five freedoms in action. For example, an editorial is an example of free speech and details on a political rally is an example of freedom to assemble. Then take a black marker and completely cross out all the articles. How many remain? If the freedoms were not available, what would the newspaper and our lives be like?

9th – 12th Grade

Objective: The student will evaluate the major political and economic events prior to statehood.

Activity: Write several classified ads for jobs that would be available in Oklahoma territories prior to statehood. Make sure to describe the job, environment, salary and necessary skills. Use classifieds in today's paper as examples.

ALL GRADES:

EXTRA, EXTRA:

This is Black History Month. Choose someone in this week's paper who might someday be a part of a textbook created to teach about Black History Month. Write out the 5WH of the article – who, what, when, where, why and how.

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